

Pupil Premium Strategy Statement

1. Summary information					
School	Dickleburgh C of E primary Academy				
Academic Year	2019-2020	Total PP budget	£39,220	Date of most recent PP Review	
Total number of pupils	189	Number of pupils eligible for PP	25	Date for next internal review of this strategy	

2. Current attainment				
Data 2019	Pupils eligible for PP	Progress score	All pupils	Progress
% achieving in reading, writing and maths – Year 6 (2019)	50%		83%	
% at expected in reading – Year 6 (2019)	100%	3.7	100%	2.9
% at expected in writing – Year 6 (2019)	75%	2.3	90%	0.7
% at expected in maths – Year 6 (2019)	75%	-1.8	93%	0.5

PP Attainment Dec 2019 (Working at expected level)	Year 1	Year 2	Year 3	Year 4	Year 6
Reading	66.7%	100%	33.3%	12.5%	50%
Writing	33.3%	0%	33.3%	12.5%	0%
Maths	100%	33.3%	33.3%	37.5%	33.3%

Note-no PP pupils in Year 5

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school)</i>	
A.	Ensuring PP Interventions and support are sharp, focused, effective and reviewed regularly
B.	Parental engagement with PP children's learning
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance issues for a small number of PP pupils.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Progress and attainment of all pupils including Pupil Premium is accurately assessed and tracked so that resources are targeted appropriately. Focus on PP, SEND Pupils and HA PP	<p>Successful Pupil Progress meetings and cycle in place. Progress of focus groups increases towards national expectations. The early identification of pupils who have gaps in their knowledge will enable the school to plan for effective interventions. New assessment recording sheets on a shared planning hub allows all staff and all subject leads to see all pupil and PP progress and attainment.</p>
B.	Specific focused interventions for PP children to fill the gaps and/or maintain high levels of attainment for HA pupils.	<p>Improved progress which is sustained throughout year, children identified at GD continue to work at GD Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Intervention groups organised and taught by qualified teachers.</p>
C.	Higher number of PP engagement within wider curriculum	Increased participation rates in after school activities from 50% to 75%
D.	Increased attendance rates for pupils eligible for PP.	<p>Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to 98% in line with non-Pupil Progress pupils. Attendance % of PP pupils to date (Feb 2020) is 97%</p>

5. Planned expenditure

Academic year

2019-2020

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact	Next Steps
Progress and attainment of all pupils including Pupil Premium is accurately assessed and tracked so that resources are targeted appropriately.	Monitor progress of PP children on new assessment recording sheets shared with all staff.	Where data is used effectively to identify PP children who require additional support and smart targets used – good progress is easily measured	SLT monitoring, report findings back to SLT meeting analysis of data. Pupil progress meetings.	Head Phase Leaders SENDCo		
Accelerated progress of Pupil Premium in maths to close the attainment gap with national expected all pupils.	High quality feedback, use of pupil 1:1 conferencing initially in Year 6. Intervention groups organised and taught by experienced teachers. SENDCo to monitor and deliver feedback to ensure high quality Intervention to all support staff	Ensure Pupil Premium work is regularly included in work scrutiny exercises. Impact data from Spelling, arithmetic and maths intervention groups in UKS2 and other interventions.	Catch-Up Maths and Literacy targeted at focused Pupil Premium children in UKS2 Moderation within the school, LA and MAT schools to ensure accuracy of TAs.	PD JP RL Class teachers		

**budgeted cost
(teaching staff for interventions)**

£8,000

ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact	Next Steps
<p>Accelerated progress of Pupil Premium in writing and maths to close the gap with national expected all pupils.</p> <p>Higher rates of progress across KS2 for high attaining pupils eligible for PP.</p> <p>Greater number of PP EYFS pupils attain a GLD at the end of their reception year.</p>	<p>Use lesson observations and work scrutiny to target the progress and attainment of the disadvantaged students and to challenge staff where this is inadequate. Choose a focus group for each half-term.</p> <p>Use assessment data to target children appropriately SLT monitoring.</p> <p>In class TA support targeted for KS1 and KS2</p> <p>Targeted support in Early Years classroom to ensure PP children achieve GLD (50% TA cost)</p>	<p>Pupil Premium progress and attainment to be a standing item on SLT meeting agendas.</p> <p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as meeting expected standards in writing and in all subject areas.</p> <p>Evidence shows that PP children require support in developing writing and maths across the curriculum.</p>	<p>LGB monitoring of data and HT and subject lead learning walks and other lesson observations.</p> <p>Pupil Progress meetings.</p> <p>SLT and core subject lead analysis of Phase assessment data</p> <p>HT, KS1 Phase Leader and AID to monitor Reception class teaching and practice.</p>	<p>MC ZM AS PD</p>		

<p>Children have appropriate levels of Emotional wellbeing and support to feel happy and safe at school.</p> <p>Speedy referral and access to counselling service-max waiting time 6 weeks.</p>	<p>One-to-one counselling support</p>					
Total budgeted cost					£35,000	

iii. Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact	Next Steps
Increase attendance for a small number of PP pupils. Attendance target of 98% for PP 0% Persistent absences.	First day phone calls on non-Attendance. Letters home for persistent absences with report cards. Attendance rewards for individual pupils and class attendance recognised and celebrated in whole school assembly. Attendance figures shared with parents in newsletter and FB	Attendance data shows that there is not a significant gap between Pupil Premium overall attendance and the overall attendance data for the whole school.	Regular attendance monitoring Reporting to LGB and Trust during ARM meetings			
Ensure curriculum is exciting and relevant and engaging	Develop a more cohesive and thematic curriculum that is relevant to pupils. Adjust curriculum to enable more blocking of learning Specialist music teachers to deliver musical instrument teaching (trumpet, guitar, keyboard), street dance, contemporary dance and musical theatre throughout key stages.	Where our children are more engaged in their learning and it is real and relevant to them there is increased attainment	Regular monitoring	MC		
Ensure all PP children have access to breakfast, and extra-curricular activities to enhance the wider learning experience Ensure PP children have appropriate opportunity to be included in posts of responsibility such as House Captains, librarians, School Council etc.	If required, subsidise breakfast club, After school activities clubs free for PP, subsidise trips where appropriate to stimulate and encourage learning behaviours		Monitor learning behaviours in class	MC Phase Leaders SENDCo		
					budgeted cost	£3,000

6. Additional information